Training Plan

Use this Training to Go training plan with the PowerPoint to lead a staff training. Customize it to fit you, the time and setting, and the participants. Break it into shorter parts, delete or add sections, change the activities, or expand on topics. All handouts referenced are available on Y4Y. If participants don't know each other, you may want to add a warm-up or icebreaker, or go around with introductions.

<table>
<tr><td colspan="2">Project-Based Learning in Action
Training Plan</td></tr>
<tr><td>Time: 60 – 75 minutes</td><td>Materials:</td></tr>
<tr><td>Prep:
Print handouts for all participants
Print math and language arts standards for the grades you work with, from http://www.corestandards.org/
Set up the room for group work</td><td>Project-Based Learning Diagram
Planner for Brainstorming
Project-Based Learning Project Planner
21st Century Skills in Action
enGauge 21st Century Skill List
Group Roles</td></tr>
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Slide	Time	Notes and Talking Points
1. Project-Based Learning in Action	1 min	**Explain:** Project-based learning offers rich learning opportunities, engaging youth in real-world, motivating, hands-on in-depth projects. It's great for students, and can be fun for staff, too.
2. Objectives	1 min	Today's session will draw out some of the benefits of PBL, and equip you with basic techniques, such as brainstorming, setting objectives, project planning, and selecting exciting culminating events and products for showing and documenting the learning.
3. Great projects	4 min	**Ask and discuss:** - Everyone here did some type of project in their youth. Can you remember one? How did it come about, and who guided you? - Take one minute to share with a partner; take another minute to switch. - Bring the group back together. - Ask: Did projects sound interesting? Were the memories good? Why? What made the projects good? - Bring out points about motivation, driven by interests,

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		real skill building, and the relationships involved. Note the features on a board or flip chart. **Ask:** What kind of learning takes place through projects? Chart responses. **Summarize and explain:** Project-based learning captures the excitement of learning with others through real, meaningful, interesting activities, and goes one step further by deliberately targeting skills, and then demonstrating the learning to others.
4. Why Project-Based Learning?	2 min	PBL can: • Help youth see the application and use of concepts learned in school • Build 21st century skills such as communication with diverse peers and adults, teamwork, and perseverance • Engage children and youth of all ages and skill levels • Develop mastery, building confidence and a sense of real accomplishment
5. Project Stages	2 min	**Explain:** PBL involves three stages: (1) planning and launch, or kickoff; (2) project time for learning by doing; (3) demonstrating and documenting learning with culminating events, products, and showtime. **(Handout:** *Project-Based Learning Diagram*)
6. Project Stages and Techniques	3 min	At each of these stages, staff need basic techniques for working with youth to make the project successful. • Because good projects are driven and sustained by youth interests, planning and launch need to bring in youth voice. This is critical; we have another training just on this topic. But today we'll touch on the basic skill of brainstorming to get youth interests and ideas out there. • For learning to happen, projects should be planned with clear objectives and a timeline with check-ins or intermediate events to keep things moving. • Showtime needs to show off the learning, and the learning should be documented in some way to share with others **Distribute:** *PBL Project Planner*. Give participants a moment to look it over. Note that these elements are reflected in the planner. Ask if anyone has questions or comments. **Explain:** We'll talk about brainstorming for a moment, then get into a sample project plan.

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7. Brainstorming	6 min	**Ask:** Why brainstorm, and what are the rules you've seen in brainstorming sessions you've led or been part of? Chart responses. **Ask:** What challenges do you see in brainstorming with youth? **Distribute** *Planner for Brainstorming* from the Tools to Use section. Give participants a moment to look it over. **Ask:** Would any of the pointers address some of the challenges? What would you add? In pairs, underline three key items; add additional points or suggestions. **Ask:** Did anyone hear some new suggestions for making brainstorming work? Chart responses (e.g.: have a list of questions or points ready to get things started). **Ask and discuss:** Would this work with your students? Could they lead brainstorming themselves?
8. Try It: Project Planning I – Ideas and Questions	14 min	**Explain:** We're going to go through project planning with a project idea you come up with, so get creative. **Activity** (1) Form pairs or small groups. Invite participants to get into the mindset of children they work with. • Tell them they have five minutes to go around the room, hallways, or building and find something that can be a guiding question, a take-off for exploration and inquiry, and the basis of a project. For example, they may pass a water fountain or a restroom. What project can that develop into? Something about construction, plumbing, or jobs in the trades? Water quality? The environment? Environmental justice? • Each group assigns a timekeeper to get everyone back in five minutes. (2) When teams return, give them three minutes to brainstorm project ideas and guiding questions.
9. Try It: Project Planning II – Objectives	10 min	**Explain:** Good ideas are transformed into good projects when they tap into youth interest, curiosity, and motivation, and are guided by solid learning objectives. Well developed objectives: • Reinforce, practice, or expand on what youth already know or are able to do • Specify outcomes or results • Address academic and 21st century skills

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		• Tie to demonstrations and documentation of learning **Distribute** Common Core math and language arts standards and the 21st century skills handouts. • Tell teams to select a project idea that lends itself to clear learning objectives. • Complete the Project Description and Objectives sections of the Project Planner. If groups are large, a few people may work on creating academic content objectives, and others can draft 21st century skill objectives.
10. Try It: Project Planning III – Sustain the Learning	12 min	**Explain:** Good projects sustain the energy and the learning. Set up a timeline to keep it going, offer interim recognition of progress, and troubleshoot challenges. For the project you're developing, think about issues like: • Amount of time needed and calendar • Commitments needed from participants and partners • Grouping of students • Materials Should you chunk up the project into parts or tasks? What would they be? Should teams assign tasks? Distribute *Group Roles* for reference. Continue with the Project Planner, fleshing out materials, implementation, and reviews. Use the Planning Checks as you go.
11. Try It: Project Planning – Demonstrate and Showtime	8 min	**Explain:** How can students show what they've learned from a project? Demonstrations of learning are one of the final steps in PBL, but demonstrations need to be thought about from the beginning. Let's hear a few project ideas, and brainstorm ideas for culminating events. **Ask** for a volunteer group to briefly describe their project and objectives and any ideas they may have for culminating events. • Ask the whole group to contribute any other ideas, and chart, as a brainstorm. • Ask for another volunteer, and add to the chart for culminating event ideas. Refer the group back to the PBL Planner and the culminating event planning check. • Looking back at the brainstormed lists, which do they

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		think are the three best culminating event ideas for each project? Why?
12. Document the Learning	4 min	**Explain:** Demonstrations showcase the project and student accomplishments. How can you document the learning to share even further with parents, other staff or programs, classroom teachers, or school staff? The best documentation aligns with the objectives – that is, it helps show that the learning objectives were met. **Ask and Discuss:** Look over the different documentation of learning examples on the project planner. Which would fit the projects you've identified? Discuss culminating events and documentation for your team's project, and complete the rest of the planner.
13. Ideas to Action	5 min	**Explain:** You all came up with mini project plans. Let's do a quick go-around to hear (1) project ideas; (2) objectives; (3) showtime; (4) documentation. **Ask:** Any questions on any of these projects, or on PBL generally? What should be your next steps? **Discuss** • Introducing the idea of project-based learning to youth • Getting their initial ideas about potential projects • Timelines • Support

Thank everyone for participating, and move on to next steps!